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AUTHOR Duby, Paul B.; Giltrow, David R.
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ABSTRACT

TV College of Chicago utilized the British Broadcasting Company's series, "Ascent of Man," as the core of a televised college credit course. Student evaluations of the course, total enrollment, and course completion data were used to compare the educational differences between the British series and typical TV College productions which lack the extensive budget but are administered in a similar manner. Comparison showed that: (1) enrolled students evaluated the course very favorably, (2) characteristics of students were similar to those enrolled in other TV College courses, (3) the catalog description may have been a barrier to enrollment, (4) A 51% completion rate is similar to other TV College courses, and (5) a telephone information bank for recruitment was not effective. A brief history of TV College is provided. (STS)

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Students Enroll in a Model Television Course:

Evaluation of City Colleges of Chicago's Use of Ascent of Man

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Paul B. Duby
Research Specialist

David R. Giltrow
Dean of Media Production and Research

City Colleges of Chicago
Center for Instructional and Staff Development
180 North Michigan Avenue
Chicago, Illinois 60601
(312)962-3480/3495

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FOREWORD

The report which follows will be of interest to administrators planning to use open television in their instructional programs. Its authors hope that it will also provide food for thought for those caught up in the open learning furor currently bemusing many higher education administrators and planners.

The study presented herein was carried on by members of the City Colleges of Chicago's newly established Center for Instructional and Staff Development. The subject of the study is the Ascent of Man offered as a college-credit television course by TV College, the twenty-year-old television extension of the City Colleges of Chicago, a multi-campus public community college system.

Readers of this report may find a brief account of TV College of value. Started on an experimental basis in 1956 with a grant from the Ford Foundation, TV College soon established itself as a campus without walls within the City Colleges of Chicago system. TV College is a pioneer in the systematic employment of television, supporting print materials and correspondence work in bringing higher education to citizens deprived of educational opportunity in early life or those unable to go to college campuses. Founders of the celebrated British Open Universities, one of the most exciting educational developments of our time,

acknowledge TV College as prototype of their institution.

For the first eighteen years of its life, TV College scheduled college credit courses and a variety of adult education series on the city's PBS television station, presenting as many as eight courses in some terms, with each program broadcast twice so as to reach both daytime and evening viewers. Since 1975, four credit courses have been broadcast by a commercial UHF station, with the week's programs repeated on Saturday mornings.

About 100,000 individuals have taken TV College courses on open broadcast. Another thousand or so have completed credit courses by enrolling in Study Unlimited, a program established in 1974 and carried on in conjunction with the Chicago Public Library, which permits students--mature adults as a rule--to view videocassette recordings of TV College lessons in library centers and complete courses at their own pace. Videocassette courses are also being used by the U.S. Air Force on bases in Europe. It should be noted that about 425 students have completed an entire two-year college program and earned the Associate's degree through TV College.

Exhaustive studies have been made of the performance of students who enroll in TV College courses. These studies and other aspects of the TV College story have been described in detail in several monographs, the most recent of which

is Chicago's TV College: A Fifth Report (1974). The Fifth Report has been reproduced as one of the Eric Reports (ED 089 806/JC740 115). Copies of the report are also available from the City Colleges of Chicago, 180 North Michigan, Chicago, Illinois 60601.

James J. Zigerell
Assistant Vice Chancellor
for Instructional and
Staff Development

City Colleges of Chicago

History 223: History of Scientific Thought. Fall, 1975

Introduction

Chicago TV College researchers recognized the BBC Ascent of Man television series as a model college-credit television course - one easily adapted for use within the TV College instructional system. Among its features were the following:

--it was shown earlier in the year on the PBS network to great critical acclaim;

--a handsomely illustrated book, based on the programs' scripts, was a national best seller and was available in any bookstore;

--Mobil Oil was underwriting extensive newspaper advertising of the programs;

--the local PBS outlet (Channel 11) provided a large amount of publicity through its spot announcements and listings in Chicago magazine;

--it was shown on prime time weekdays and repeated on weekends;

--posters were printed locally and displayed on the nine campuses of the City Colleges of Chicago and in Chicago Public Library locations;

--a study guide was produced by the City Colleges of Chicago to complement the study aids distributed nationally;

--course information was supplied to the general public through a telephone bank provided by Channel 11, and manned by City Colleges' personnel;

--mail-in registration was established to make registration easy;

--the television programs are outstanding in content

and production artistry, as might be expected of a multi-million dollar production;

--Professor Bronowski blended a knack for the clear communication of complex topics with the passion and dedication of a master teacher.

This blend of elements is one no academic producer of instructional television programs can ever hope to match.

As evaluators of student performance and attitude, we have sorted out course ingredients and student responses to arrive at the following statement about the course. We relied upon two student questionnaires to guide our conclusions. Student evaluations and data on student characteristics allowed us to compare the Ascent of Man with TV College-produced courses which lack many of the model characteristics but are administered in approximately the same manner. Of course, neither the questionnaires nor the personal data can be considered definitive. These data are reported in the latter part of this paper and permit the reader to make his or her own judgements.

Reference to previously gathered TV College data is made as appropriate to highlight both the similarities and the differences between the Ascent of Man credit students and TV College credit student performance in Spring 1975.

Evaluation Highlights

Our findings show the following:

--70% of the enrollees indicated that the Ascent of Man was "outstanding" or "better than" conventional courses;

--80% expressed no reservations about making this series, produced for a sophisticated general audience, a college-credit course;

--80% reported that they were applying the credit hours earned toward a degree, while 44% also indicated that they enrolled primarily to "enrich my life";

--on a five-point scale, the mean score on evaluation of program "pace," "length," and "amount of information" fell at the "just right" descriptor;

--students saw the total course as "very stimulating"; midway between "average" and "very challenging" in the academic sense; "above average" with respect to both their total academic programs and their personal lives;

--despite the ex post facto nature of the supportive instructional materials, the students found the integration of text, television, study guide, etc., to be "very good."

Student Profile

What kinds of students took the course?

Sex:

--60% male; 40% female (just the reverse of enrollment in a typical TV College course);

Age:

--average 31 years (about the same as in a TV College course);

Outside Employment:

--60% employed full time (as compared with 70% in TV College);

Academic Status:

--58% concurrently enrolled in on-campus courses (about the same as in TV College);

--33% taking their first college course (as compared with the 25% typical of TV College);

--60% taking their first television course (usual in TV College: 50%);

Academic Plans:

--45% intend to go on to a four-year institution; 6% already attend or have completed the bachelor's (about characteristic of TV College enrollments);

Information About Courses:

--63% found out about the course through the City Colleges' in-house publicity, as follows: 30% through mailing lists; 24% through listings on a campus; and 9% through the College Acceleration Program (advanced placement classes for gifted high school students conducted in public and private high schools);

Viewing Times:

--92% viewed the broadcasts in prime time and 45% viewed both during the prime time and on weekend repeat showings (TV College courses broadcast weekdays and Saturday mornings on a commercial UHF channel);

Other Data:

--6[illegible]% reported not having seen the first run of the series in Winter 1975;

--49% had not taken a college course in science, math, or technology;

--40% reported having donated to PBS Channel 11's fund drive in the preceding year (as compared with 14% TV College students in Spring, 1975).

Student Performance

What was the performance of the students like?

--out of the 309 enrollees (not including enrollees in four penal institutions served by TV College) 51% received grades of A through D, and thus are regarded as having successfully completed the course; 8% received a failing grade; 4% still have a grade of "Incomplete" as of this writing; 36% officially withdrew;

--a significant sex difference appeared in the completion rate: 62% of the females finished, as compared with 44% of the males;

--the general questionnaire distributed at registration to be completed and returned by the third week of the month, as with all TV College students, remains a reliable predictor of the completion rate, 75% of those returning the questionnaire having completed the course; 79% of those enrolled who did not submit the questionnaire did not complete the course.

Comment

The size of initial enrollments and completion rates are matters of importance to administrators under any circumstances, especially so in television courses where large enrollments are needed to offset high production and operational costs. Given the publicity and quality of the Ascent of Man, why in comparison with TV College enrollments, did so few students enroll? One obvious answer lies in the catalog designation given the Ascent of Man: History 223, History of Scientific Thought, described in the City Colleges of Chicago catalog as follows:

> Role of science, scientific methods and development of scientific theory through history; relationship between theory and technology as well as position of man in the environment. Prerequisite: Social Science 101 or 102, a background in the physical sciences, enrollment in a science course, or consent of instructor.

TV College courses offered during the same semester each drew upwards of 500 credit students, although they were broadcast at odd times, produced on scanty budgets, and given virtually no publicity outside campus channels. The major reason for underenrollment appears to be that History 223 is not a required or highly recommended course in City Colleges of Chicago curricula. Indeed, it is remarkable that 309 students enrolled in a course with so forbidding a title, a course unlikely to attract even 20 students when offered in a conventional classroom. It is noteworthy that at Coast Community College in California, where the Bronowski course was offered for basic Social Science credit on one campus and for basic Humanities credit on a second, total enrollment was 3,000. Taking into account the fact that some Chicago students may have been deterred by the course prerequisites, we can safely conclude that the catalog description was a barrier to some who might very well have taken the course had it been offered under a less exotic course rubric.

Another question relates to withdrawal and completion rates in the course. The completion percentage (51%) seems satisfactory when compared with the trend towards lower and lower completion rates in regular TV College courses (36%

in Spring 1975). But once again, the Ascent of Man is not a common garden-variety course. What reasons account for the relatively heavy rate of withdrawal?

We have learned over the past years that student withdrawals often have little or nothing to do with the quality of an open-learning course--whether it be on radio, television, or in a newspaper--but much with the characteristics of the students themselves, as in any conventional course, for that matter. The most "visible" part of a television course is the TV program itself. But less apparent administrative and instructional components are just as crucial for the student.

Over the past three years, we have been attempting to relate "learning percentages" to the various television course components. This is a difficult evaluation task and results can be only approximate at best. Ascent can provide us with solid baseline data about a course without flaw in the television presentation and basic text, and with flaws only in the study guide and locally coordinated activities. Nonetheless, 49% of the students were unsuccessful, receiving incomplete or failing grades.

Because of the high ratings given the course by those completing it, it is a temptation to say that the course components themselves were not responsible for these drop-outs, but rather that factors in the students themselves were at work. Such a statement, however, is risky. The implied

problem may be approached with more sensitivity by hypothesizing that the different kinds of learning techniques required in television-based courses have a measurable effect on a student's success.

We suggest that the research being done with "cognitive styles" might more fruitfully be done with open learning courses than with classroom instruction. Recent tentative, but solid, findings indicate that we can predict final withdrawal figures in a TV College course on the basis of data several steps removed from the course medium. The same equations have predicted student withdrawals from high quality television, radio, and newspaper courses within ±5%. This leads us to conclude that the televised mode of delivery is quite independent of the student withdrawal rate, as long as the courses are produced at a given level of attractiveness and do not make unreasonable demands by way of written assignments, prerequisites, etc.

Undoubtedly, one factor at work is most students' desire for a social context in which they learn, rather than the individualized context of open learning courses. It may also be, for example, as TV College experience indicates, that greater and more frequent interaction between the course "presenter" and the student is necessary to inspire a growing sense of confidence in the student as the course progresses. The list of things to be tinkered with is long and must be investigated much more thoroughly than we have yet been able to do.

Publicity and Student Recruitment

Four ingredients of the Ascent of Man programming package provided us with an opportunity to scrutinize student recruitment. These characteristics were: broadcast in America's third largest television market, widespread media publicity, prime time scheduling, and indisputably high program quality. As indicated above, regular TV College enrollments show about 50% new-to-television registrations per term (Spring, 1975 data). Some 60% of the Ascent enrollment was new. In absolute terms, this is an increase of about 48 first-time students over a regular TV College course with the same total enrollment.

What about attracting students to the City Colleges for the first time? Usually about 21% of students enrolled in a TV College course are in college-level courses for the first time. With Ascent (and another national BBC-produced course, Classic Theater), the percentage rose to 29%. All this translates into 38 more new students than in TV College courses with the same enrollment.

These figures take on significance when attention is paid to the publicity given the Ascent of Man. Only 22 out of 702 people who dialed a telephone response bank set up by WTTW-Channel 11 before a showing of the series actually enrolled; of these, 13 completed the course. Thus, the number of man hours spent on the phone bank seems disproportionately large in light of the small enrollment.

On the other hand, the comparatively large percentage of students attracted to the course by college in-house

publicity, including direct mailing and listing in campus class schedules, must be noted. The reason for this response may be that once students get to the point of seriously considering enrolling in college, they have already received or are requesting information about classes available in the curriculum area they wish to study. If they are not seeking college credit, their interest in news about credit courses is a casual one at best.

There are, however, groups of people undecided about college who need to be "pushed over the brink." Television classes allow these people "to try before they buy," so to speak. Often the telephone will reach some of them. The task is to identify which groups of potential students will respond to what kinds of publicity. This identification will be helpful in planning how new college students can be recruited via the television route. Random, scattered efforts are of little value, if the enrollment figures from Ascent (and the BBC's Classic Theater) are reliable.

In view of present plans to establish a television channel in Chicago (UHF Channel 20) devoted exclusively to instruction, pinpointing which avenues of publicity reach which target audiences may be a critical prerequisite to success. Experience with both Ascent and Classic Theater suggests that at this time more effective use of publicity channels within the City Colleges should be made before scarce resources are

committed to broader and more costly means of publicity.

To date, TV College experience suggests that an inexpensive and effective way to recruit students is to concentrate publicity efforts on postal zip codes within the city where credit students now come from.

Summary:

An interpretation of the data from both the student evaluation and personal information discloses that:

1) Ascent of Man was an effective credit course and that enrollment and retention figures can be used for baseline data in the future;

2) enrollments would have been higher if a less specialized course designation were used;

3) differences did exist between typical TV College course enrollments and Ascent enrollment, although the overall pattern was reasonably close;

4) withdrawal rates are not as much related to entertainment values of the television production as they are to the student characteristics and supportive arrangements;

5) recruiting new students to television is related more directly to normal college publicity than to general publicity such as newspaper ads, "call-in" telephone services, and open air announcements;

6) tighter enrollment procedures which recognize the prerequisites for the course would decrease overall enrollment but would probably increase retention rates and end-of-course enrollment.

Section II

Data Summary: History 223 - Fall, 1975

Introduction

While various methods and sources could have been used in the computation of many of the statistics cited below, the present report relies mainly on tabulations from three sources. First, the Official Class List supplied by the Registrar's office was used as the basis for computing enrollment, grade point average, and course completion figures. The second source of data was a questionnaire submitted by the TV student at the end of the third week of the term. This instrument supplied student reactions to various aspects of the course, as well as various types of demographic data (see Appendices 1 and 3). Finally, the End of Course Evaluation provided additional affective and attitudinal data (see Appendix 2).

This analysis includes only those individuals registered for credit for the course. As indicated earlier, it does not include data from students confined to penal institutions.* Finally, the course completion rate is based on the number of students achieving a passing qualitative grade (A, B, C, or D) divided by the total number of registered students. The number of students falling into the "unofficial" W category (students who registered but never did any of the required work) has not been computed.

*Prison officials request that questionnaires not be sent to students in prisons.

It is hoped that this three-pronged approach to data gathering will provide a solid foundation for the analysis. This approach has generated a wide variety of data which address a large number of relevant issues and topics.

Enrollment Data: (Drawn from Official Class Lists - Prison population not included.)

Total Enrollment N = 309

Females N = 124 - (40%)

Males N = 185 - (60%)

Total Enrollment of individuals submitting 3rd week questionnaires.

Total N = 129

Females N = 58 - (45%)

Males N = 71 - (55%)

(42% of total sample submitted the 3rd week questionnaire - females - 47%, males - 38%)

Total Enrollment of individuals submitting End of Course Questionnaire.

Total N = 47

Females N = 27 - (57%)

Males N = 20 - (43%)

(15% of total sample submitted the EOC Questionnaire - females - 22%, males - 11%)

Total Enrollment of individuals submitting both 3rd week and End of Course Questionnaires.

Total N = 37

Females N = 21 - (57%)

Males N = 16 - (43%)

(12% of total sample submitted both questionnaires - females - 17%, males - 9%)

Grades: (From Class Lists - Grade Point Average (G.P.A.) Based on a 4.0 Scale)

Total Population - G.P.A. = 2.30 N = 309

Females - G.P.A. = 2.69 N = 124 *

Males - G.P.A. = 1.98 N = 185 *

Questionnaire Population(those submitting 3rd week questionnaire)

Total - G.P.A. = 2.35 N = 129

Females - G.P.A. = 2.69 N = 58 *

Males - G.P.A. = 2.07 N = 71 *

Non-Questionnaire Population (those not submitting 3rd week questionnaire)

Total - G.P.A. = 2.23 N = 180

Females - G.P.A. = 2.68 N = 66 *

Males - G.P.A. = 1.85 N = 114 *

EOC Questionnaire Population (those submitting End of Course questionnaire)

Total - G.P.A. = 2.72 N = 47

Females - G.P.A. = 2.81 N = 27

Males - G.P.A. = 2.60 N = 20

EOC and 3rd Week Questionnaire Population (those submitting both questionnaires)

Total - G.P.A. = 2.68 N = 37

Females - G.P.A. = 2.76 N = 21

Males - G.P.A. = 2.56 N = 16

Grade Distributions: For total sample (N = 309)

Withdrawals N = 112 36% of the total

Incompletes N = 13 4% of the total

*A statistically significant sex difference at the .05 level

(Grade Distributions continued:)

Grades of: (F) N = 26 8% of the total

(D) N = 11 4% of the total

(C) N = 66 21% of the total

(B) N = 44 14% of the total

(A) N = 37 12% of the total

COURSE COMPLETION RATES: (Those achieving a grade of A,B,C,D - Based on Class Lists)

Total Population N = 309, 51% completed course with 4% incompletes

Females N = 124, 62% completed course with 2% incompletes

Males N = 185, 44% completed course with 5% incompletes

Questionnaire Population (i.e., 3rd week questionnaire submitters)

Total N = 129, 75% completed course with 1% incompletes

Females N = 58, 81% completed course with no incompletes

Males N = 71, 70% completed course with 1% incompletes

Non-Questionnaire Population (those not submitting 3rd week questionnaire)

Total N = 180, 34% completed course with 4% incompletes

Females N = 66, 46% completed course with 5% incompletes

Males N = 114, 27% completed course with 8% incompletes

EOC Questionnaire Population (i.e., those submitting End of Course Questionnaire)

Total N = 47, 98% completed course with no incompletes

Females N = 27, 96% completed course with no incompletes

Males N = 20, 100% completed course with no incompletes

Both EOC and 3rd week Questionnaire Population (i.e., those submitting both the End of Course and 3rd week questionnaire)

Total N = 21, 97% completed course with no incompletes

Females N = 21, 95% completed course with no incompletes

Males N = 16, 100% completed course with no incompletes

DEMOGRAPHIC INFORMATION: (Based on either 3rd week or End of Course questionnaires, or both)

Age Data: (Based on 3rd week questionnaire)

Total Sample N = 114, average age = 31.0 years

Females N = 50, average age = 31.1 years

Males N = 64, average age = 30.9 years

Age Cohort Effectiveness: (Based on 3rd week questionnaire and class lists. C.C.R. = Course completion ratio, i.e., getting an A,B,C,or D)

Total Sample N = 115

Age Group	G.P.A.	N	C.C.R.(Fraction)	%
Less than 18 yrs.	2.75	13	12 of 13	92.3%
18 - 22 yrs.	2.38	10	8 of 10	80.0%
23 - 35 yrs.	2.18	53	37 of 53	70.0%
Over 35 yrs.	2.26	39	27 of 39	69.2%

Female Sample N = 50

Age Group	G.P.A.	N	C.C.R.(Fraction)	%
Less than 18 yrs.	2.60	6	5 of 6	83.3%
18 - 22 yrs.	2.75	5	4 of 5	80.0%
23 - 35 yrs.	2.58	21	17 of 21	81.0%
Over 35 yrs.	2.92	18	13 of 18	72.2%

Male Sample N = 65

Age Group	G.P.A.	N	C.C.R.(Fraction)	%
Less than 18 yrs.	2.86	7	7 of 7	100%
18 - 22 yrs.	2.00	5	4 of 5	80.0%
23 - 35 yrs.	1.88	32	20 of 32	62.5%
Over 35 yrs.	1.78	21	14 of 21	66.7%

Zip Code Data: (Total Sample N = 113 - Based on 3rd week questionnaire.)

Distribution is predominantly Southwest

Highest Category Zip Codes: 60652 60629
60638 60631
60655 60643

College of Registration: (Total Sample N = 309 - Based on Class Lists)

Kennedy - King	N = 9	3% of total
Loop	N = 139	45% of total
Malcolm X	N = 11	4% of total
Mayfair	N = 41	13% of total
Olive-Harvey	N = 11	4% of total
Southwest	N = 78	25% of total
Wright	N = 20	6% of total

Expectations for finishing the course: (after the 3rd week- based on 3rd week questionnaire)

Total Sample N = 129, 123 of 129 (95%) expected to finish

Females N = 58, 47 of 52 (90%) expected to finish

Males N = 71, 71 of 71 (100%) expected to finish

(Of those expecting to finish, 79% actually did - i.e., 97 of 123)

Concurrent Non-TV College Courses Being Taken: (Based on 3rd week questionnaire, N = 129)

Total Sample (N = 129) - 75 of 129 or 58.1% are concurrently enrolled in an average of 5.8 credit hours of non-TVC courses.

Females (N = 58) - 22 of 58 or 38% are concurrently enrolled in an average of 4.5 credit hours of non-TVC courses.

Males (N = 71) - 53 of 71 or 75% are concurrently enrolled in an average of 6.3 credit hours of non-TVC courses.

Plans for attending a four-year college or university: (Based on 3rd week questionnaire, N = 129)

Total Sample (N = 129) - Yes 45%, No 16%, Undecided 39%

Females (N = 58) - Yes 41%, No 17%, Undecided 41%

Males (N = 71) - Yes 48%, No 15%, Undecided 37%

(The results from the EOC questionnaire tapping this same dimension are very similar - N = 45.)

Total Sample - Yes 58%, No 11%, Undecided 24%, Already attending 2%, Have a degree 4%.

Previous College Credits: (Based on 3rd week Questionnaire)

Total Sample (N = 129)	First course -	32.6%
	1 - 15 hours-	18.6%
	16 - 30 hours-	17.1%
	31 - 45 hours-	10.9%
	46 - 60 hours-	8.5%
	Over 60 hours-	12.4%
Females (N = 58)	First Course -	31.0%
	1 - 15 hours-	8.6%
	16 - 30 hours-	12.1%
	31 - 45 hours-	13.8%
	46 - 60 hours-	12.1%
	Over 60 hours-	22.4%

Males First Course -- 33.8%
(N = 71) 1 - 15 hours- 26.8%
16 - 30 hours- 21.1%
31 - 45 hours- 8.5%
46 - 60 hours- 5.6%
Over 60 hours- 4.2%

Employment Information - Outside of the Home: (Based on 3rd week Questionnaire, N = 129)

Total Sample - Not employed - 20.2%
(N = 129) Part-time(1-30) - 19.4%
31 - 40 hours - 41.1%
Over 40 hours - 19.4%

Females - Not employed - 32.8%
Part-time(1-30) - 29.3%
31 - 40 hours - 34.5%
Over 40 hours - 3.4%

Males - Not employed - 9.9%
Part-time(1-30) - 11.3%
31 - 40 hours - 46.5%
Over 40 hours - 32.4%

Contributions to Channel 11 Subscription Drive during 1975 (Based on End of Course Questionnaire)

Total Sample (N = 45), 18 of 45 or 40% contributed

Past TV College Credits: (Based on End of Course questionnaire)

Total Sample (N = 47), First TVC Course - yes 59.6%

Average number of past TVC credits = 15.6% (N = 12)

TVC credits represent 153 of 338 college credits- (N = 10). That is, 45.3% of all college credits, for this sample, were earned through TV College courses.

History 223 Credits to be Applied Towards a College Degree? (Based on End of Course questionnaire, N = 44)

Total Sample - Yes, it will be applied in 35 out of 44 cases (80%).

BACKGROUND:

It is important to note that some of the samples in the following section are somewhat small. This should be considered in the amount of weight to be given to those results. The background section consists of students' responses to the following questions: (All items in this section are based on the End of Course Questionnaire, Maximum N = 47).

"What would you say your primary reason for taking this course might be?' (N = 47, although in a number of cases more than one response was provided.)

a. I simply needed 3 credit hours - 12 of 55 or 21.8%

b. I wanted to see if I could do college level study - 4 of 55 or 7.2%

c. I felt taking the course would enrich my life - 24 of 55 or 43.6%

d. It will help advance my career - 11 of 55 or 20%

e. Accumulate college credit - 1 of 55 or 1.8%

f. Appeared interesting - 2 of 55 or 3.6%

g. Convenience - 1 of 55 or 1.8%

"How did you learn about this course (N = 46)?"

a. TV College mailing list - 30.4%

b. Through my college - 23.9%

c. Read about it in a newspaper/magazine - 21.7%

d. Heard about it over the radio/TV - 2.2%

e. Picked up a brochure at the public library - 2.2%

f. A friend or relative told me - 10.9%

g. C.A.P. Class - 8.7%

"What kind of set did you usually watch the programs on (N = 47)?"

Color set - 33 or 70.2%, Black & White - 14 or 29.8%

"Were there conflicts with other family members competing for viewing time (N = 47)?"

Yes - 5 or 11%, No - 33 or 70%, Sometimes - 9 or 19%

"When did you watch the program (N = 47)?"

Weeknights - 22 or 46.8%

Weekends - 4 or 8.5%

Both - 21 or 44.7%

"How many programs did you miss (N = 44)?" (13 programs comprised the series)

Students averaged less than one program missed (.93).

Responses ranged from 0 to 5 classes missed.

"The main programs in the course were <u>not</u> specifically designed for college courses. How do you feel about adapting such series for use as credit courses (N = 44)?"

No reservations at all - a good idea - N = 35, 79.5%

OK, but supplemental programs are necessary for more understanding - N = 6, 13.6%

Use such series as supplements only to direct instructional programs - N = 3, 6.8%

<u>TV COLLEGE SERVICES</u>: (Responses to the following questions were tabulated. Based on End of Course Questionnaire.)

"Did you receive the instructional materials you needed on time (N = 47)?"

Yes - 36 or 76.6%, No - 6 or 12.8%, Some - 5 or 10.6%

"Did you have enough information about the course before enrolling (N = 47)?"

Yes - 36 or 68.0%, No - 7 or 15%, Almost - 8 or 17%

"Were telephone hours convenient for you (N = 43)?"

Yes - 37 or 86.0% , No - 6 or 14.0%

(One comment was made - "Hours should be daily AM and PM.")

"Were the conferences convenient for you (N = 43)?"

Yes - 25 or 58.1% , No - 18 or 41.9%

(The following comments were made: "Couldn't get to loop," "...conflict with other course," "too far," "bad time and place," and "didn't want to go downtown at night.")

"How would you rate the contacts you have had with City Colleges personnel (N = 40)?"

Very helpful - 16 or 40%

Helpful - 22 or 55%

Not helpful - 2 or 5%

(The following comments were made: "Information was hard to get," "too little contact," "helpful, but could be better," and "helpful, but could be more enthusiastic and eager.")

Four of the forty-seven students reported that registration did not go smoothly (8.5%).

(The following comments were made: "Never received study guide," "a long wait for materials," and "registration is never smooth at my campus.")

Twenty-six of twenty-seven students (96.3%) reported that mail registration was more convenient and efficient than campus registration.

HISTORY 223 COURSE:

Because of the nature of the Likert-type scales which were used and the rather small number of cases (for this technique), these results should be viewed as suggestive and in need of additional support. Students responses have been averaged and the mean score will be illustrated by an asterisk on each respective scale. Based on End of Course Questionnaire.

The pace of the program was: (N = 46) $\bar{X}$ = 2.9 (i.e., the mean or average.)

too fast		just right		too slow
1	2	* 3	4	5

The length of the program was: (N = 46) $\bar{X}$ = 3.0

too long		just right		too short
1	2	* 3	4	5

The amount of information or content in most of the program was: (N = 45) $\bar{X}$ = 2.9

too much		just right		too little
1	2	* 3	4	5

In general, the course was: (N = 44) $\bar{X}$ = 4.6

very dull		average		very stimulating
1	2	3	4 *	5

Academically, the course was: (N = 41) $\bar{X}$ = 3.9

not challenging		average		very challenging
1	2	3	* 4	5

For my academic program, the course was: (N = 45) $\bar{X}$ = 3.4

```
not relevant                  average                  very relevant
-----1----------2----------3----*-----4----------5------
```

For my personal life, this course was: (N = 45) $\bar{X}$ = 4.0

```
not relevant                  average                  very relevant
-----1----------2----------3----------4*---------5------
```

The integration of TV, text, study guide, etc., was: (N = 45) $\bar{X}$ = 4.0

```
   poor                       average                    excellent
-----1----------2----------3----------4*---------5------
```

Overall, the course coordinator provided: (N = 37) $\bar{X}$ = 4.0

```
poor leadership               average                good leadership
-----1----------2----------3----------4*---------5------
```

For the first time in a number of years, response to both a third week and an end of course questionnaire was requested of the TV College student. It was deemed important to discover the degree of consistency (over time) demonstrated by the student in his response to a number of scaled items. That is, how an individual responded to the "pace of the course" item on the first questionnaire was compared to his response to the same item on the second questionnaire (the end of course questionnaire). This type of comparison was made for each of the 37 individuals on each of the six selected Likert-type items. The computed correlation (Product-moment) was found to be:

$$r_{p-m} = .4115$$

Thus, there is a degree of consistency in choice-making on these Likert-type measures. This consistency would be tremendously enhanced if the original 5-point scale were collapsed to a 3-point instrument. The correlation between the responses made on the third week and the end of course questions would rise considerably (r_{p-m} = .83) if a 3-point scale were utilized.

These correlations lend some support to the notion that these scales are tapping important and relatively stable traits or dimensions. However, it should be noted that the strength of the findings are somewhat clouded by the small number of cases involved.

"Compared to conventional courses you've had, how would you rate this television course (N = 41)?"

outstanding	- 17 or 41.5%
better	- 12 or 29.3%
the same	- 10 or 24.4%
not as good	- 1 or 2.4%
quite inferior	- 1 or 2.4%

"Had you watched the series before (N = 43)?"

yes - 9 or 21%, no - 28 or 65%, a few programs - 6 or 14%

"Did you watch any cassettes in the library (N = 42)?"

yes - 7 or 16.7% , no - 35 or 83.3%

"How much background do you have in science/math/technology (N = 43)?"

5 or more courses in college	- 6 or 14%
1 to 5 courses in college	- 16 or 37%
no college courses	- 21 or 49%

"Please rank the course ingredients by how much you learned from each. Put "1" for most important, "2" for second most,

"3" for third most important, until you have reached "10." The rankings for all students were totalled and averaged. The ingredients are ranked below in terms of group preferences (N = 36).

Exams and studying for them	- 6
Study guide by Edward Mazur	- 3
Working on assignments	- 7
Conferences	- 9
Telephone hours	- 10
Television programs by J. Bronowski	- 1
Study guide by Miami-Dade College	- 5
Supplementary television Programs	- 8
Textbook by J. Bronowski	- 2
Supplementary anthology	- 4

APPENDIX 1

Name _____ Female___ Male___ Age__ Zip Code_____
(Please Print)

ASSIGNMENT #1: FALL SEMESTER 1975

Please return this questionnaire in the envelope provided no later than lesson 6. Note the check list of course materials you received at registration. If you do not have all the materials, notify TV College immediately (269-8180).

1. Course: (Check)
___Anthropology 201
___Environmental Studies 101
___Humanities 202
___Data Processing 101
___History 223 "Ascent of Man"
___Literature 112 "Classic Theater"

2. I am registered at:
___ Kennedy-King
___ Loop
___ Malcolm X ___Southwest
___ Mayfair ___Wright
___ Olive-Harvey

3. Mark the appropriate statement:
___ I plan to finish the course
___ I wish to withdraw from the course.
Reason for withdrawing:_____
___ I wish to withdraw from the College.
Reason for withdrawing from College:_____

4. Are you taking other college courses? Yes___ No ___
If yes, how many non-television credits? _____

5. How many hours per week do you work outside the home? _____

6. How many college credits did you have before this semester? _____

7. Are you planning to attend a four-year college or university?
Yes ____ No ____ Undecided____

Indicate your response to the following opinion scales by circling the appropriate number along each of the lines. Note that 1 and 5 are extremes; 3 is moderate or neutral.

8. In general, the course is:

very dull				very stimulating
1	2	3	4	5

9. For my academic program, this course is:

not relevant				very relevant
1	2	3	4	5

10. For my personal life, this course is:

not relevant				very relevant
1	2	3	4	5

11. Academically, the course is:

not challenging				very challenging
1	2	3	4	5

13. I would rate the televised instructor:

poor				excellent
1	2	3	4	5

14. I would rate the textbook:

poor				excellent
1	2	3	4	5

15. I would rate the Study guide:

poor				excellent
1	2	3	4	5

16. Visuals, Diagrams, film clips, etc.:

too few				too many
1	2	3	4	5

17. Integration of TV, text, study guide, etc.

17. Integration ...

poor				excellent
1	2	3	4	5

12. The pace of the program is:

too slow				too fast
1	2	3	4	5

18. Quality of TV reception at home:

poor				excellent
1	2	3	4	5

19. Please add your own comments, criticisms, and suggestions on the back of this page. Thank you for your cooperation.

APPENDIX 2

Name_____Soc. Security #_____ Course: Ascent of Man _____
Classic
Theater_____

END OF COURSE EVALUATION: FALL 1975

We asked you early in the course for your initial impressions. Now we would like your evaluation of the course at its conclusion. Results will be summarized by evaluation specialists and provided to your instructor after grades are assigned so that your remarks and responses will in no way affect your final grade. Thank you for your patience and cooperation in helping us improve our services to students.

----------Your Background----------

1. I am registered at:(check)
Kennedy-King ___ Southwest ___
Loop ___ Wright ___
Malcolm X ___ Mayfair ___
Olive-Harvey ___

2. Have you ever taken TV College courses before? Yes____ No____
If yes, number of TV credits____

3. How many total college credits did you have before this course?
Number of credits ____

4. Will you apply this course credit towards a college degree?
Yes____ No____ Which Degree?_____

5. Do you plan to attend a four-year college or university?
Yes____ No____ Undecided____ Already attending a four-year institution____ Have completed a four-year degree____

6. What would you say was your primary reason for taking this television course might be?
a. I simply needed 3 credit hours____
b. I wanted to see if I could do college level study____
c. I felt taking the course would enrich my life____
d. It will help advance my career____
e. other _____

7. How did you learn about this course?
___TV College mailing list
___through my college
___read about it in newspaper/magazine
___heard about it over TV/radio
___picked up a brochure at the public library
___a friend or relative told me

8. Did you contribute to Channel 11 during 1975? Yes___ No___ (Note: this question for information only. our mailing lists are not available for use outside of the City Colleges)

----------Our Assistance to you----------

9. Did you receive the instructional materials on time? Yes___ No___ Some___

10. Did you have enough information about the course before enrolling? Yes___ No___ Almost____

11. Were telephone hours convenient for you? Yes___ No____
Comments:_____

12. How would you rate the contacts you have had with City Colleges personnel (staff and coordinators) during the course? (circle)

Very helpful/helpful/not helpful
Comments:_____

13. If you registered by mail, did you find this more convenient and efficient than by going to one of the City Colleges? Yes___ No___
Comments:_____

14. Were the conferences convenient for you? Yes___ No___
Comments:_____

15. If registration was not smooth for you, please comment: _____

----------Taking a Course on TV----------

16. What kind of set did you usually watch the programs on?
Color ___ Black & White ____

17. Were there conflicts with other family members competing for viewing time? Yes___
No___ Sometimes ____

18. The main programs in the course you took were not specifically designed for college courses. How do you feel about adapting such series for use as credit courses?
___No reservations at all--a good idea
___OK but supplemental programs are necessary for more understanding
___Use such series as supplements only to direct instructional programs
___Not suitable for college
Comments:_____

19. When did you watch the programs?
weeknights___weekends___both____

20. How many programs did you miss?
Number missed:_____

21. The pace of the programs was:
(Circle appropriate number)

too fast		just right		too slow
1	2	3	4	5

22. The length of the programs was:

too long		just right		too short
1	2	3	4	5

23. The amount of information or content in most of the programs was:

too much		just right		too little
1	2	3	4	5

----------The Whole Course----------

24. Compared to conventional courses you've had, how would you rate the television course?
____Outstanding
____Better
____The same
____Not as good
____Quite inferior

25. In general, the course was:
(Circle appropriate number)

very dull		average		very stimulating
1	2	3	4	5

26. Academically, the course was:

not challenging		average		very challenging
1	2	3	4	5

27. For my academic program, the course was:

not relevant		average		very relevant
1	2	3	4	5

28. For my personal life, this course was

not relevant		average		very relevant
1	2	3	4	5

29. The integration of TV, text, study guide, assignments, etc. was:

poor		average		excellent
1	2	3	4	5

30. Overall, the course coordinator(s) provided:

poor leadership		average		good leadership
1	2	3	4	5

31. Had you watched the series before?
Yes ____ No ____ A few programs ____

32. Did you watch any cassettes in the library?
Yes ____ No ____

33. How much background do you have in science/math/technology?
____ 5 or more courses in college
____ 1 to 5 courses in college
____ no college courses

34. Please rank the course ingredients by how much you learned from each. Put "1" for most important, "2" for second most, "3" for third most important until you have reached 10.

____ Exams and studying for them
____ Study guide by Edward Mazur
____ Working on assignments
____ Conferences
____ Telephone hours
____ Television programs by J. Bronowski
____ Study guide by Miami-Dade College
____ Supplementary television programs
____ Textbook by J. Bronowski
____ Supplementary anthology

Please feel free to add your own comments, criticisms, and suggestions about any aspect of this course. Thank you for your cooperation.

APPENDIX 3

Student Comments

34 of the 129 individuals (26%) who completed the questionnaires made comments or suggestions. Certain individuals made more than one remark. These suggestions have been shortened but should still contain the heart of the comment made by the subject. The number of times a particular remark was made will follow each statement.

Course is very interesting/stimulating/ terrific (16)

Instructor (Bronowski) and his techniques are great/ interesting (6)

More courses like this one should be offered in the future (3)

Most interesting/provocative course of my college career (3)

This course should be offered again in the near future (2)

The print on the study guide is too small (2)

The constant shift in illustrations and visual effects keeps your interest and gives new insights (2)

My mathematical/scientific background is very weak and it is hard for me to grasp some of the concepts involved (2)

I was not informed of the final exam date and times (2)

This course is a delightful experience (1)

Assignments should be noted on TV at least a week in advance of when they are due (1)

In the future, students should be advised to take this course alone, i.e. not in conjunction with another TV course (1)

Very difficult to compare this program against the normal TV course (1)

Too many written assignments (1)

I wish there was a second part of the series (1)

TV College idea is wonderful (1)

Chapters 4 and 5 (of the text) are rather hard to understand (1)

Answers should be included in the back of the study guide so that one could check his answers (1)

Texts are excellent (1)

I think that 3 or 4 dates should be set for the mid-term and final examinations (1)